

U. S. Department of Education
Office of Career and Technical and Adult Education



The Carl D. Perkins
Career and Technical Education Act of 2006

STATE PLAN COVER PAGE

State Name: Puerto Rico

Eligible Agency Submitting Plan on Behalf of State:

Puerto Rico Department of Education (PRDE)

Person at, or representing, the eligible agency responsible for answering questions
on this plan:

Signature: Ernesto Virella Torres

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Position: CTE State Director

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Type of State Plan Submission (check one):

 6-Year Full Plan – FY 2007 – FY 2013

X 1-Year Transition Plan – FY 2007-2008

Special Features of State Plan Submission (check all that apply):

X Unified - Secondary and Postsecondary

 Unified - Postsecondary Only

X Title I only (*All Title II funds have been consolidated under Title I*)

 Title I and Title II

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Commonwealth of Puerto Rico
DEPARTAMENT OF EDUCATION

Office of the Secretary

May 7, 2007

Dr. Troy R. Jostensen
400 Maryland Ave. SW
Washington, DC 20202-7100

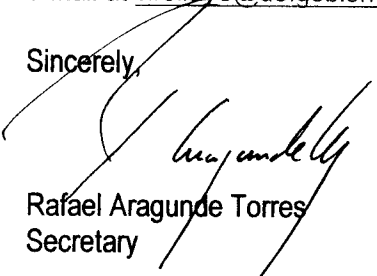
Dear Dr. Jostensen:

On behalf of la "Junta Estatal de Educación Ocupacional y Técnica de Puerto Rico" (State Board of Career and Technical Education of Puerto Rico) (the "Board"), I am pleased to present Puerto Rico's one-year transition plan. As Puerto Rico's Secretary of Education, I preside over the Board, which is the sole state agency responsible for the implementation of the "Carl D. Perkins Career and Technical Education Act of 2006" (PL-109-270, August 12, 2006) and administration of such funds on the island. The Board is comprised of a dedicated group of twelve professionals committed to providing the highest level of service to all Career and Technical Education ("CTE") students on the island.

While the Board is the sole agency responsible for the implementation of the Act, the Puerto Rico Department of Education ("PRDE") is the state agency responsible for the day-to-day administration of the Act. The PRDE oversees CTE in the public school system at both the secondary and postsecondary levels. Dr. Ernesto Virella serves as the Puerto Rico State Director of Carl D. Perkins Career and Technical Education and carries the title of Assistant Secretary. I selected Dr. Virella for this position based on his experience and dedication to CTE programs in Puerto Rico. I have full faith in the abilities of Dr. Virella and his entire staff and their shared commitment to the goals established in the one-year transition plan.

We look forward to working with the U.S. Department of Education Office of Career and Adult Education throughout the transition year and beyond as we continue striving to provide the highest level of service and education to all CTE students in Puerto Rico. Thank you for your time, commitment, and effort to helping us achieve this goal. If you have any questions, please contact Dr. Ernesto Virella, the Puerto Rico CTE Director, by e-mail at virella_e@de.gobierno.pr or by telephone at (787) 758-4132.

Sincerely,



Rafael Aragunde Torres
Secretary

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PART A: STATE PLAN NARRATIVE

I. PLANNING, COORDINATION, AND COLLABORATION PRIOR TO PLAN SUBMISSION

States that submit a transition plan do not need to address the items in this section until they prepare their five-year plan prior to the second program year (July 1, 2008 – June 30, 2009). States that submit a six-year State plan must complete this entire section.

Response:

Since Puerto Rico is submitting a transition plan, Puerto Rico is not required to address items in this section (§ I) until the submission of its five-year plan prior to the second program year.

A. Statutory Requirements

- 1. You must conduct public hearings in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including charter school authorizers and organizers consistent with State law, employers, labor organizations, parents, students, and community organizations), an opportunity to present their views and make recommendations regarding the State plan. [Sec. 122(a)(3)]*
- 2. You must include a summary of the above recommendations and the eligible agency's response to such recommendations in the State plan. [Sec. 122(a)(3)]*
- 3. You must develop the State plan in consultation with academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with State law; parents and students; institutions of higher education; the State tech prep coordinator and representatives of tech prep consortia (if applicable); entities participating in activities described in section 111 of Public Law 105-220; interested community members (including parents and community organizations); representatives of special populations; representatives of business and industry (including representatives of small business); and representatives of labor organizations in the State. You also must consult the Governor of the State with respect to development of the State plan. [Sec. 122(b)(1)(A)-(B)]*
- 4. You must develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities listed in item 3 above to participate in State and local decisions that relate to development of the State plan. [Sec. 122(b)(2)]*

5. *You must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, tech prep education, and secondary career and technical education after consultation with the State agency responsible for supervision of community colleges, technical institutes, or other 2-year postsecondary institutions primarily engaged in providing postsecondary career and technical education, and the State agency responsible for secondary education. If a State agency finds that a portion of the final State plan is objectionable, the State agency must file its objections with you. You must respond to any objections you receive in the State plan that you submit to the Secretary. [Sec. 122(e)(3)]*

B. Procedural Suggestions and Planning Reminders

- ✓ *You should maintain a record of the public hearings that includes copies of the notices for the hearings, what media were used to publicize the hearings, mailing lists used for notification, where the hearings were held, and attendance levels. See section 122(a)(3).*
- ✓ *You should develop and implement policies and procedures for the framework of consultations required by section 122(b)(1)(A-B) and section 122(b)(2) of the Act; moreover, you should maintain appropriate records for these mandated consultations.*
- ✓ *Postsecondary career and technical education programs assisted under Perkins IV are mandatory partners in the one-stop career center delivery system established by WIA. You are encouraged to collaborate with your State Workforce Investment Board and other one-stop partners as you plan for the participation of postsecondary career and technical programs in your State's one-stop career center delivery system.*
- ✓ *Public hearings and other consultation activities should address all aspects of the State plan, including the reservation of funds under section 112(c) of the Act, if any, and the amount and uses of funds reserved for services that prepare individuals for nontraditional training and employment under section 112(a)(2)(B) of the Act.*

II. PROGRAM ADMINISTRATION

A. Statutory Requirements

1. *You must prepare and submit to the Secretary a State plan for a 6-year period; or*

You may prepare and submit a transition plan for the first year of operation of programs under the Act. [Sec. 122(a)(1)]

States that submit a one-year transition plan must address, at a minimum, its plans or the State's planning process for the following items: A2(a-l); A8; B1; and B2. States that submit a six-year State plan must address all of the items below.

Response:

Since Puerto Rico is submitting a transition plan, Puerto Rico is not required to address the following items in this section: A1, A3-A7, A9-A11, B3, C. The responses to the required items may be found following the instructions for each item.

2. You must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—
 - (a) The career and technical education programs of study, that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that—
 - i. Incorporate secondary education and postsecondary education elements;
 - ii. Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;
 - iii. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and
 - iv. Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;

Response:

Puerto Rico's secondary CTE system is moving towards the national model of sixteen career clusters and 81 pathways. Currently, sixty-nine programs of study are approved and may be adopted by eligible participants. The programs of study exist within the framework of ten career clusters and twenty-five pathways. At the current time, at least one program of study is supported in each school. In all, 155 schools are approved in different pathways. CTE programs of study are offered throughout public school districts in the state. CTE courses are offered at a total of 155 educational institutions within Puerto Rico. This group of 155 schools is made up of Career and Technical High Schools (13), High Schools with Career and Technical Departments (8), High Schools with Career and Technical Offerings (110), Career and Technical Area Schools (4), Specialized Career Schools (6), Special Education Schools Centers (6), Technical Institute Campuses (4), and other career schools (4).

To meet the state's Standards of Accreditation, each high school must offer access to a minimum of one CTE program of study. Each program of study has been approved by the State Board of Career and Technical Education. A state-defined core of 1½ or 2 units of credit has been established for most programs of study. In addition, each course that is included in the programs of study has a curriculum framework that describes what the students should know and be able to do upon completion of the course. Statewide end-of-course assessments are then based on the frameworks and are used for the occupational skill attainment measure.

Recently, the state adopted the Program of Study for CTE high school students to ensure rigorous academic and technical skill attainment. This core includes 3 units of Spanish, 3 units of English; 3 units of mathematics, 3 units of natural science and 1 unit of social studies. All CTE programs of study are designed with this academic base for students.

All new CTE programs of study developed and approved will include the secondary and CTE postsecondary connections in the framework, will use the academic base, and will identify the state credential/certification available upon completion at the secondary level, if any, and the further education or apprenticeship opportunities after high school as well as the industry credentials available upon completion of those levels. "Las Juntas Examinadoras del Departamento del Estado de Puerto Rico" (The Board of Examiners of the State Department of Puerto Rico) oversees state credential, certification, and licensing requirements. The following courses are regulated by the Board of Examiners:

- Architectural Drafting
- Plumbing
- Electricity
- Industrial Refrigeration
- Refrigeration and Air Conditioning
- Cosmetology
- Barbering and Hair Stylist
- Industrial Electronics
- Marine Motors Mechanics

- Automotive Collision Repair
- Auto Mechanics
- Heavy Machinery Mechanics
- Auto Electromechanics
- Practical Nursing
- Emergency Technician
- Dental Assistant
- Associate Degree in Health Sciences – Nursing
- Associate Degree in Health Sciences –
- Health Science – Pharmacy Assistant
- Surgical Technology

Again, these are the courses currently regulated by the Board of Examiners and in which students face technical skills assessments. In future years, PRDE will look to increase the number of programs that require students to pass the technical skills assessment by developing a unit for technical assessments within PRDE's CTE Office of Planning and Evaluation.

Postsecondary certificate and degree programs are approved by the “Consejo de Educación Superior” (the Higher Education Council). Certificate programs designed for professional certification or licensure also require documentation of approval by the appropriate agency or board. Programs are closely monitored by the Higher Education Board and are expected to meet rigid productivity requirements established by the Higher Education Board.

On April 20, 2007, PRDE Secretary, Rafael Aragunde, issued the “Carta Circular #19-2006-2007” (Circulative Letter) addressing PRDE CTE policies, which included a detailed and inclusive list of requirements for every eligible program of study. A copy is attached for your reference. (See Attachment 1).

- (b) How you, in consultation with eligible recipients, will develop and implement the career and technical programs of study described in (a) above;

Response:

PRDE operates as a unitary system, serving as both the state and the sole local education agency on the island. Therefore, the term “eligible recipient” does not specifically refer to local education agencies but rather to the entire universe of providers in Puerto Rico, both secondary and post-secondary. Meetings were held throughout the spring of 2007 with all secondary and postsecondary providers with the purpose of briefing them on Perkins, their obligations under Perkins IV, and to solicit their input on how programs of study would operate.

PRDE has worked with providers to develop new programs of study in pathways and, in designing the program curriculum frameworks and funding for pilot projects with either state funds or Perkins leadership funds. Currently, PRDE offers sixty-nine programs of study within twenty-five pathways, within ten career clusters. A combination of federal and state funds available to PRDE will continue to be used for developing new programs of study in all areas. Perkins funds, both pass-through and state leadership funds, will be used to develop programs of study in pathways that are designated high skill, high wage, or high demand. Using these three criteria, there are 25 pathways that are on the high skill, high wage, or high demand list for the 2007-08 program year. The currently approved twenty-five pathways are:

- Administrative and Information Support
- Animal Systems
- Business Financial Management and Accounting
- Construction
- Design/Pre-construction
- Early Childhood Development & Services
- Facility and Mobile Equipment Maintenance
- Food Products and Processing Systems
- Health Informatics
- Lodging
- Maintenance/Operation
- Maintenance, Installation and Repair
- Management
- Manufacturing Production Process Development
- Natural Resources Systems
- Personal Care Services
- Plant Systems
- Power, Structural and Technical Systems
- Printing Technologies
- Production
- Professional Sales and Marketing
- Restaurants and Food/Beverage Services
- Therapeutic Services
- Travel and Tourism
- Visual Arts

The “Carta Circular #19-2006-2007” closely details PRDE’s currently available pathways and their underlying programs of study along with their respective requirements. Again, a copy is attached for your reference.

- (c) How you will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions;

Response:

Puerto Rico will build on the success of articulation agreements in place as result of the past tech prep initiative. The goal for articulation is to have statewide agreements in place throughout the island by July 1, 2008. Puerto Rico will strive to guarantee its students in order to be able to transfer applicable credits for admissions and degree requirements. Our secondary and postsecondary CTE system will work collaboratively to expand articulation agreements as we move into our five year plan.

- (d) How programs at the secondary level will make available information about career and technical programs of study offered by eligible recipients;

Response:

A model for career action planning was developed under Perkins III and has become widely implemented. This model encourages annual involvement of parents and uses teachers as advisors. The PRDE has encouraged the adoption of this model and even allows schools to count the student/parent advisory days under this model as student attendance days.

PRDE is considering developing island-wide brochures and other resources to help increase the awareness and understanding of programs of study among students, parents, counselors, faculty, administration, and business and industry. Such information may additionally be made available online and at school counseling offices for example.

Trainings and workshops have been held to help disseminate up-to-date Perkins Act information, including CTE program of study offerings, to CTE school directors and other administrators across the island. For example, one such series of meetings was held on February 8-9, 2007, at the “Centro de Adiestramiento y Capacitación Tecnológica Empresarial (CACTE)” in Guaynabo, Puerto Rico and at the Vocational High School in Villalba, Puerto Rico. Another series of meetings was held on April 24-27 at various locations across the island. The variety in locations serves to ensure participation of representatives from all regions on the island.

- (e) The secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by you, to develop, improve, and expand access to appropriate technology in career and technical education programs;

Response:

In the past, under Perkins II and Perkins III, PRDE offered significant flexibility to its providers to conduct CTE program regardless of whether tied to performance indicators. PRDE has now adopted a new policy whereby providers will be required to explain how activities funded with Perkins funds will (1) increase performance according to § 113 performance indicators and (2) increase and expand access to technology.

PRDE intends to expand and improve technology at the secondary level by reliance on rigorous academic components of the curriculum. Local providers will be expected to set forth in their local plans:

- How technology will be used to promote collaboration, higher order thinking, and problem solving.
- That professional development is recognized as an important component of the education technology program and that professional development for teachers, including skills specific training, will help expand the use of technologies in areas such as automated manufacturing, digital cameras, video streaming, virtual enterprise and computer applications.
- That they will continually work to ensure technology is effectively integrated into the curriculum.
- How effective use of technology will be used in the creation of new learning environments.
- That their teachers shall encourage students to utilize technology to find and make sense of information.
- That they will support initiatives to ensure computer literacy for CTE students.

At the postsecondary level, the effective use of technology in the classroom and for online instruction will be implemented through professional development offerings funded by state leadership funds. New technology and equipment purchase guidelines will be established for postsecondary funding with requirements related to business and industry standards and for use in high skill, high wage, or high demand program areas. Additionally, the five-year plan process will identify “technology consistent with the needs of industry” as a required element of all programs of study.

- (f) The criteria that you will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will—
- i. Promote continuous improvement in academic achievement;
 - ii. Promote continuous improvement of technical skill attainment; and
 - iii. Identify and address current or emerging occupational opportunities;

Response:

PRDE is a unitary system; however, each school offering any CTE program will have to explain in its local plan how it will improve §113 performance indicators. Each school must submit a one-year transition local plan for the 2007-08 fiscal year that describes exactly how the funds will be expended. PRDE will require each school to demonstrate in its application for Perkins funds how each proposed expenditure will directly improve the performance measures on the Section 113(b) accountability requirements. After reviewing the application, PRDE will not approve a local application unless the school can demonstrate the connection between the expenditure and improvement on one of the performance indicators.

PRDE will continue to assess annual provider applications against the Section 135 requirements and PRDE-established quality criteria requirements for programs to be assisted with the funds. Both sets of requirements require evidence of actions planned to effect improvements in academic and technical skill attainment. PRDE will also use the information provided in the annual applications to monitor levels of performance. PRDE will continue to identify and address current or emerging occupational opportunities as well, according to the occupational trends studies from the Department of Labor.

A copy of the Grant announcement minimum requirements for the local plan is included as Attachment 2.

- (g) How programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma;

Response:

PRDE will ensure equal access to all activities regulated by Perkins IV and will promote programs for nontraditional training and employment. Individuals in CTE programs will be provided with the necessary support services to ensure that they attain the high levels of academic and occupational skills necessary to graduate and to obtain high skill and well-paid jobs. PRDE will focus on the following areas to ensure the participation and success of special populations in CTE programs at the secondary level:

- Provide the necessary support services, including transportation, child care and the appropriate equipment for disabled persons and other participants who qualify.
- Adapt the curriculum as needed to ensure the full participation of all the members of special populations.
- Provide professional development activities for teachers, counselors, administrators and the PRDE staff on state and federal regulations regarding special populations.
- Work collaboratively with other agencies serving special populations similar to those served by the PRDE.
- Provide orientation, counseling and transitional programs to participating students.
- Continue to assess, evaluate and monitor programs to ensure equal access and participation in CTE programs to the members of special populations.

- (h) How such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;

Response:

Members of special populations will be guaranteed the necessary educational services that will enable them to reach high performance levels, resulting in adequate job placement and the opportunity to enter high-skill, high-wage, or high-demand occupations and to advance in their employment. The following is a description of these efforts:

Curriculum

- Guarantee of equal opportunities to develop challenging academic and CTE skills
- Equal implementation and development of academic and vocational standards
- Implementation of flexible schedules to enable students to complete the established program of studies
- Access to non-traditional courses
- Additional time to complete requirements for diploma and other credentials.

Support Services. Members of special populations will have equal access to the following services: Orientation and Counseling, Psychological Services, Study and Work, Child Care, Transportation, Stipends and Reimbursements.

Special Projects. PRDE maintains several special projects dedicated to supporting the development of its students in special populations. These projects help prepare students for success. Such projects include: Adult Education, Assistance for Pregnant Teens, Bilingual Citizen Project, LESA/LEP Project, Centers for Educational Opportunities for School Drop Outs, Special Education, Work Study Program and Educational Vouchers.

- (i) How funds will be used to improve or develop new career and technical education courses—
- i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;
 - ii. At the postsecondary level that are relevant and challenging; and
 - iii. That lead to employment in high-skill, high-wage, or high-demand occupations;

Response:

PRDE is continually working to align CTE academic content and student achievement standards with academic curriculum standards. Through a series of “Cartas Circulares” (Circulative Letters), issued by Secretary Rafael Aragunde, PRDE continues the on-going effort to align NCLB standards and requirements with the Perkins program in Puerto Rico. Recently, “Carta Circular #19-2006-2007” announced PRDE’s decision to increase the CTE general education credit requirements for math and science, which now mirror those requirements for general education students. This is one example of how, since implementation of Perkins IV, the Secretary and the Board have adopted the policy to adopt the same rigorous standards that exist in the general education curriculum.

At the postsecondary levels, at least two important entities should be addressed. First, the “Departamento del Trabajo” de Puerto Rico (The Puerto Rico Department of Labor) oversaw the preparation and presentation of a significant island-wide needs assessment regarding career and technical professionals to cover the period of 2000-2010. This study made recommendations for this ten year period and was most recently reviewed and presented upon on February 21, 2006. Such recommendations addressed in great detail the high-demand occupation needs in different parts of the island. For example, the needs assessment identified the need for professionals specializing in respiratory issues in the Vega Alta area of the island. The recommendations continue to be considered by PRDE and the Board in making such decisions.

Second, at the postsecondary level, each participating postsecondary campus has a “Comité Asesor” (Advisory Committee) for each CTE program operating at that school. Each Advisory Committee meets at least once a semester and is responsible for reviewing current curriculum, professional development, program needs, and the development of new courses. The coordinator of each committee may make recommendations to the PRDE CTE Office. Whenever there is a decision to be made regarding new curriculum, the “Consejo de Educación Superior” (Higher Education Council) (“CES”) has the responsibility of reviewing new curriculum proposals, conducting eligibility studies, and authorizing any new curriculum. Additionally, the CES is responsible for meeting with all potential faculty members for the new curriculum.

- (j) How you will facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement. (Please note this item is required only for States not consolidating all of their Tech Prep funds);

Response:

Puerto Rico will consolidate the tech prep program funds available under Title II into the basic grant.

- (k) How funds will be used effectively to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement; and

Response:

At the state level, development and continual updating of the CTE curriculum frameworks helps to ensure that both the academic and technical standards are current. As frameworks are updated, the connection to postsecondary opportunities and to industry certification will be emphasized more than in the past to help teachers make students aware of the transitions that are available to them after high school.

PRDE has always been concerned with the effectively linking academic and CTE at the secondary level and the post secondary level by giving emphasis to procedures that allow students to:

- Make an effective transition between secondary and postsecondary education;
- Benefit from the curricular sequence agreements; and,
- Benefit from the study and work opportunities.

Transition Activities. All school counselors throughout the island will offer group and individual orientation and counseling sessions in order to allow students to obtain information about and benefit from Pell Grant services, transportation, child care; among others, during their postsecondary education. Teachers and counselors will work with students to make sure they are aware of and complete the required documentation to receive benefits for which they qualify.

Schools will offer the necessary orientation jointly with admissions officers of different colleges on admission requirements established by the postsecondary education institutions so that each student can meet such requirements in the expected period of time established by each campus. Additionally, PRDE will make the necessary coordination to carry out pre-level activities with the students, giving emphasis to visits to institutions of their choice to acquaint themselves with the college environment and culture.

Curricular Sequence Agreements. PRDE will continue with the establishment of alliances and shared projects through cooperative agreements with the Technological Institute of Puerto Rico campuses and other public and private postsecondary level institutions, with the purpose of offering students the opportunity to complete college degrees by means of a sequential curriculum without duplicity of courses. Also, PRDE will continue the dual credit program agreement in the secondary level with the four campuses of the Technological Institute of Puerto Rico, through which the participating students complete an associate degree through a sequential curriculum, in addition to completing the high school diploma requirements. And, PRDE will continue offering validation tests to accredit courses of study for high school level credit courses.

Study and Work Opportunities and Support Services. PRDE will continue promoting the participation of students in study and work experience in their respective areas of technical competency, in order to increase the number of students completing a postsecondary degree while working in an area related to their major field of studies. Pell Grant, child care, and other benefits will be offered to students who qualify and pledge to initiate and complete postsecondary studies towards a college degree or certification.

- (l) How you will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration. [Sec. 122(c)(1)(A)-(L)]

Response:

The PRDE CTE programs will adopt a multidisciplinary education approach, based on the humanistic-cognitive model established by the educational system. This norm is aimed at:

- Procuring a more dynamic and pertinent educational process for the students.
- Expanding the basis of the students' knowledge.
- Enhancing and refining the career and technical skills of the students.
- Providing the students with more opportunities to participate in educational activities held in real work settings related to their occupational context.

To this end, PRDE is initiating the following action strategies:

- Integration of the academic and technical skills in core subjects such as Spanish, English, Mathematics and Sciences, and the CTE curricula.
- Production and dissemination of curricular materials to facilitate the integration of skills.
- Implementation and development of the standards of excellence.
- Emphasis on the development of the SCANS.
- Constant revision of the established curriculum.
- Development of a constructivist approach in the teaching and learning process.
- Development and dissemination of the curricular integration model.
- Adoption of dynamic methods to evaluate the students' performance.
- Progressive monitories to the students' achievement, and analysis of the results of this process, in order to initiate the corresponding corrective action.
- Availability of the corresponding support services for those students who qualify and are in need of these services.
- Provision of work-based experiences in the students' respective occupational fields of study.
- Provision of continued and professional development educational activities for teachers and other personnel that have a direct impact on the students.
- Recognition for the outstanding performance of teachers, students, and school directors.

In addition, the evaluation of integration of content hinges upon the state's ability to effectively identify the population of students that CTE must be held accountable for assisting - those students enrolled in CTE programs/sequences. Since the measure of academic skill attainment is based on assessments used for NCLB, reporting the success of integrating content will be taken from CTE students concentrating in a program of study.

At the postsecondary level, the effectiveness of integration activities would be assessed through the technical skills attainment and completion performance measures. Local recipients will also be required to provide an evaluation of integration activities in the annual end of year program report.

3. *You must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—*
 - (a) *Promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies;*
 - (b) *Increases the percentage of teachers that meet teacher certification or licensing requirements;*
 - (c) *Is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;*
 - (d) *Encourages applied learning that contributes to the academic and career and technical knowledge of the student;*
 - (e) *Provides the knowledge and skills needed to work with and improve instruction for special populations; and*
 - (f) *Promotes integration with professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended. [Sec. 122(c)(2)(A)-(G)]*
4. *You must describe efforts that your agency and eligible recipients will make to improve—*
 - (a) *the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and*
 - (b) *the transition to teaching from business and industry, including small business. [Sec. 122(c)(3)(A)-(B)]*
5. *You must describe efforts that your agency and eligible recipients will make to improve the transition of subbaccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education. [Sec. 122(c)(4)]*
6. *You must describe how you will actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of career and technical education programs in your State. [Sec. 122(c)(5)]*

7. *You must describe efforts that your agency and eligible recipients will make to—*

(a) Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in--

i. The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended); and

ii. Career and technical education subjects;

(b) Provide students with strong experience in, and understanding of, all aspects of an industry; and

(c) Ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students. [Sec. 122(c)(7)(A)-(C)]

8. You must describe how you will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance. [Sec. 122(c)(15)]

Response:

Puerto Rico operates a unitary education system, which is to say PRDE serves as the SEA as well as the sole LEA on the island. The PRDE manages the island's schools within a framework of seven geographic regions. Each region is headed by a director. Within the region, each school supporting CTE program has an administrator that oversees the program. As described in Part II.A.2., there are eight different types of schools which operate CTE programs. The official title of the top CTE administrator at each school depends on the type of school. For example, every CTE high school has a CTE Principal with an Academic School Director where high schools with CTE departments have an academic school principal with an Assistant CTE Director for Faculty Affairs.

At the secondary level, technical assistance is continuously provided throughout the island in the form of meetings, workshops, and general outreach. For example, meetings were held February 8-9 at CACTE in Guaynabo where we discussed, among other topics, the major changes in the Carl D. Perkins law, the timeline for the transition plan and state plan, and core indicator alignment with NCLB. Similarly, meetings were held April 24-27 across the island where PRDE CTE central level staff trained school directors responsible for CTE programs on the Circulative Letter #19-2006-2007 and the Local Application Process.

Additionally, onsite visits are completed by central level staff to 100% of local recipients, schools, who have failed to meet the mandatory performance indicators. Two multi-day workshops are held annually for postsecondary coordinators and administrators. New coordinator training is provided annually to all coordinators with less than three years experience with the Perkins program.

9. *You must describe how career and technical education in your State relates to your State's and region's occupational opportunities. [Sec. 122(c)(16)]*
10. *You must describe the methods you propose for the joint planning and coordination of programs carried out under this legislation with other Federal education programs. [Sec. 122(c)(17)]*
11. *You must describe the procedures you will develop to ensure coordination and non-duplication among programs listed in sections 112(b)(8) and 121(c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for postsecondary students and school dropouts. [Sec. 122(c)(20)]*

B. Other Department Requirements

1. You must submit a copy of your local applications or plans for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act.

Response:

Attached new local transition plan and local annual application. (See Attachment 2).

2. You must provide a description of your State's governance structure for career and technical education, including the approximate number of eligible recipients at both secondary and postsecondary levels.

Response:

The Puerto Rico State Board of Career and Technical Education (the "Board") is the sole state agency responsible for the implementation of the Carl D. Perkins Career and Technical Education Act and administration of such funds on the island. The Puerto Rico Department of Education (PRDE) is the state agency responsible for the day-to-day administration of the Act. The PRDE oversees career and technical education (CTE) in the public school system at both the secondary and postsecondary levels. As discussed in Part II.A.2., there are a total of 155 schools (both secondary and postsecondary combined) that operate CTE programs. PRDE's postsecondary program includes one public postsecondary technical institute with four campuses and one institution that serves the prison system.

The Puerto Rico State Director of Carl D. Perkins Career and Technical Education has the title of Auxiliary Secretary and reports to the Puerto Rico Secretary of Education and the Board. Attached please find the PRDE Office of CTE Organizational Chart. (See Attachment 3).

3. *You must provide a description of the role of postsecondary career and technical education in the one-stop career center delivery system established by Title I of WIA.*

C. Procedural Suggestions and Planning Reminders

- ✓ *Program memorandum OVAE/DVTE 99-11 may be helpful to you in understanding the responsibilities for one-stop participation that are established by Title I of WIA and its implementing regulations. See <http://www.ed.gov/policy/sectech/guid/cte/title19911.html>.*

III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

States that submit a one-year transition plan must address, at a minimum, its plans or the State's planning process for the following items: A1(a-c). States that submit a six-year State plan must address all of the items below.

Response:

Since Puerto Rico is submitting a transition plan, Puerto Rico is only required to address items A1(a-c) in this section. As such, Puerto Rico is not required to address items A2-A5, B, or C.

A. Statutory Requirements

1. You must describe your program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations—
 - (a) Will be provided with equal access to activities assisted under the Act.

Response:

Equal access to occupational and technical education programs may be demonstrated in a number of ways:

- Program enrollment has approximately the same make-up as enrollment of the total student body.
- Entry requirements do not adversely affect access for members of special populations to the programs.
- Special population students are enrolled in all types of education programs including occupational specific courses, cooperative education, internships and apprenticeships.
- On-site visits will be scheduled in schools to ensure that special populations have equal access to programs and services.

All students and their parents are provided with information about the opportunities in Career and Technical Education prior to entry in the tenth grade. A very high percentage of the students enrolled in one or more CTE courses each year are reported as a member of a special population category.

- (b) Will not be discriminated against on the basis of their status as members of special populations; and

Response:

PRDE staff conducts Office of Civil Rights (OCR) on-site visits. Additionally, the assurance of nondiscrimination will be required of eligible recipients through the development and submission of their local application for funding. Technical assistance and professional development activities will also be provided by State staff and through leadership development activities in the area of nondiscrimination.

Also, PRDE maintains a CTE special education liaison within the administrative structure of the PRDE CTE Planning office. This liaison participates in the technical assistance activities and works to ensure there is no discrimination against individuals who are members of special populations based on their status as members of special populations.

- (c) Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how you will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122(c)(9)(A)-(C)]

Response:

Students who are members of special populations must have access to and successfully participate in the state's CTE programs. To assure that such students have the opportunity to meet or exceed the state adjusted levels of performance, it is critical that strategies and services are in place to achieve success.

Special populations are defined by the Act as:

- Individuals with disabilities
- Individuals from economically disadvantaged families, including foster children
- Individuals preparing for nontraditional fields
- Single parents, including single pregnant women
- Displaced homemakers
- Individuals with limited Spanish proficiency.

Strategies for assuring access to and success in CTE programs for special population students include the following:

- Promoting outreach and recruitment information regarding career opportunities with an emphasis on nontraditional opportunities
- Identification of special population students

- Utilize assessment tools/individualized education plans for special population students enrolled in career and technical programs to determine their special needs
- Planning and coordinating supplemental services for special population students enrolled in career and technical education programs
- Facilitating the identification of appropriate adaptive equipment, assistive devices and new technology for students with disabilities as funding is available
- Providing in-service activities for career and technical teachers, counselors, and administrators
- Identifying and/or developing special instructional materials or adapting existing instructional materials for career and technical programs.

Local plan guidelines require that eligible recipients specify the strategies and services available to meet the needs of the special populations in career and technical education programs. Eligible recipients will ensure that strategies and services for members of special populations in career and technical education programs are appropriate.

In addition to the strategies already identified above for all special population students, strategies to enable these particular students to prepare for further learning and for high skill, high wage careers may include the following:

- Exploration of career areas that focus on expanding career options, educational planning, and career training that is free of gender bias.
- Comprehensive career counseling and guidance including labor market information, a broad range of occupations and alternative career paths, career testing, placement services for part-time and summer employment, internships, and cooperative programs.
- Access to options for specialization in a variety of areas with access to work-based learning opportunities.
- Career development activities which lead to mastery of career development competencies.
- High quality, paid work-based learning experiences to provide career exploration, enhancement of personal and interpersonal skills, and development of occupational skills.
- Access to programs which encourage learning all aspects of the industry including planning, management, finances, technical production, and underlying principles of technology.
- Provide information on nontraditional jobs that offer higher pay and opportunities for advancement and benefits.

At the secondary level, these services may include supplementary services, guidance and counselor, and the career component of the transition plan for the special population students in career and technical education programs.

To ensure that all CTE teachers are equipped to work with special population students, a model in-service training program will be developed by one of the regional educational regions. Information regarding this model will be provided to all districts. This pre-service training in effective teaching skills and practices is designed for all new CTE teachers. The program addresses

the following issues: identifying special population students; writing an Individualized Education Plan and legalities; teaching strategies to ensure success for special population students; making modifications in the areas of curriculum, equipment, class environment and instructional aids; effective practices in improving parental and community involvement (career action plans, advisory councils, and program marketing strategies).

The state will reserve up to 1% of the basic state grant under Section 122(a)(2)(A) from state leadership funds to serve persons in state correctional institutions or in state institutions that serve persons with disabilities. The application for funding will include the following sections:

- Introduction
- Statement of Need
- Project Description
- Project Goals
- Objectives Related to Each Goal
- Activities Related to Each Objective
- Outcomes
- Timeline for Conduct of the Project
- Budget
- Assurances and Certifications

2. *You must describe how you will adequately address the needs of students in alternative education programs, if you have such programs. [Sec. 122(c)(14)]*
3. *You must describe how funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and non-traditional fields. [Sec. 122(c)(18)]*
4. *You must describe how funds will be used to serve individuals in State correctional institutions. [Sec. 122(c)(19)]*
5. *You must describe how you will require each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act as amended. For further guidance and examples, see the Notice to All Applicants at <http://www.ed.gov/fund/grant/apply/appforms/gepa427.doc>.*

B. Other Department Requirements

There are no other Department requirements for this section of the State plan narrative.

C. Procedural Suggestions and Planning Reminders

- ✓ *Be sure that your local applications or forms seek complete information from eligible recipients on their proposed programs, services, and activities for special populations. See section 134(b)(8)(A)-(C), and 134(b)(9)-(10).*
- ✓ *The Act eliminated “individuals with other barriers to educational achievement” from the definition of special populations. See section 3(29).*
- ✓ *Under the State leadership set-aside, there is a cap of not more than 1 percent of the funds allotted to you under section 111 of the Act that can be used to serve individuals in State institutions. See section 112(a)(2)(A).*
- ✓ *You may wish to refer to Program Memorandum OVAE/DVTE 99-13 for additional background information concerning the reservation and use of State leadership funds for activities related to non-traditional training and employment.*
- ✓ *Your accountability system must be able to disaggregate data for each of the core indicators of performance under section 113(b)(2) of the Act for the categories of students described in section 1111(h)(1)(C)(i) of the Elementary and Secondary Education Act of 1965, as amended, and section 3(29) of the Act that are served under the Act. See section 113(c)(2)(A).*

IV. ACCOUNTABILITY AND EVALUATION

States that submit a one-year transition plan must submit all items in this section, except as noted in the box below. States that submit a six-year State plan must complete all items in this section.

States that submit a one-year transition plan, along with their eligible recipients, are required to reach agreement on performance levels for the first two program years (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009) only for the core indicators under section 113(b) of the Act as provided below:

<u>Indicators</u>	<u>Transition Plan</u>	<u>Six-Year Plan</u>
Secondary Level – 8 Indicators		
1S1 Academic Attainment – Reading/Language Arts	X	X
1S2 Academic Attainment – Mathematics	X	X
2S1 Technical Skill Attainment	Not required	X
3S1 Secondary School Completion	Not required	X
4S1 Student Graduation Rates	X	X
5S1 Secondary Placement	Not required	X
6S1 Nontraditional Participation	Not required	X
6S2 Nontraditional Completion	Not required	X
Postsecondary/Adult Level – 6 Indicators		
1P1 Technical Skill Attainment	Not required	X
2P1 Credential, Certificate, or Degree	Not required	X
3P1 Student Retention and Transfer	Not required	X
4P1 Student Placement	Not required	X
5P1 Nontraditional Participation	Not required	X
5P2 Nontraditional Completion	Not required	X

States that submit a one-year transition plan must submit a five-year plan prior to the second program year. At that time, the Department will reach agreement on performance levels for program year two (July 1, 2008 – June 30, 2009) for the indicators that were not initially required for program year one (July 1, 2007 – June 30, 2008). The Department will issue further guidance to States prior to the required submission of the five-year plan.

States that submit a transition plan, along with their eligible recipients, will not be subject to sanctions under sections 123(a) and (b) of the Act for the first program year for the core indicators that are not required as specified in the chart above.

A. Statutory Requirements

1. You must describe procedures you will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. [Sec. 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C)]

Response:

Puerto Rico will use the Perkins core indicators to help evaluate the extent to which its CTE programs serve the needs of Puerto Rico's students, while holding them to the same high standards of academic performance to which all students in Puerto Rico are held. PRDE has developed the definitions and approaches for the core indicators of performance with maximum consultation with local schools (e.g., February workshops included time for comment and input from participants).

2. You must describe the procedures you will use to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency. [Sec. 122(c)(10)(A), sec. 113(b)(3)(B)]

Response:

Similarly, PRDE will maximize consultation with eligible recipients in establishing State adjusted level of performance for each of the core indicators. This will include discussion in technical assistance activities and individual conversations with CTE directors from eligible recipients.

3. You must identify, on the forms in Part C of this guide, the valid and reliable measurement definitions and approaches that you will use for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. You must describe how your proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]

Section 113(b) of the Act describes the measures that a State must use for student attainment of challenging academic content standards and student academic achievement standards in reading/language arts and mathematics (1S1 and 1S2, respectively) and student graduation rates (4S1). Based on our non-regulatory guidance, we have prepopulated the measurement definitions on the Final Agreed Upon Performance Levels (FAUPL) form for your convenience. You do not need to describe how these definitions and measures are valid and reliable in your State plan narrative. A State that chooses to propose other student definitions and measurement approaches in its new State plan would have to describe how its proposed definitions and measures would be valid and reliable. (The Secretary is considering whether to issue regulations requiring a State to agree to use the student definitions and measurement approaches for the core indicators of performance for academic attainment in reading/language arts and mathematics and graduation rates as contained in the guidance document. If the Secretary decides to regulate on these issues and adopts final rules, a State may be required to amend its State plan.

Response:

For the transition plan, Puerto Rico is responsible for reporting on indicators 1S1, 1S2, and 4S1. The definitions for these indicators are predefined and included in Part C.

4. You must describe how, in the course of developing core indicators of performance and additional indicators of performance, you will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act's accountability requirements. [Sec. 113(b)(2)(F)]

Response:

The secondary indicators for academic and graduation will be aligned to the extent possible with the assessments and methodology used for determining AYP for NCLB. The same academic assessments will be used. AYP is measured each year for the students assessed that year. For example, Puerto Rico's reading/Spanish assessment, given to all 11th graders during the spring of 2007 will be used to determine the schools' 2007 AYP score.

Over the next year, Puerto Rico will work closely with many groups to review and reach consensus on the definitions of high-wage and high-demand.

5. On the forms provided in Part C of this guide, you must provide, for the first two years covered by the State plan (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009), performance levels for each of the core indicators of performance, except that States submitting one-year transition plans are only required to submit performance levels for part of the indicators as discussed above. For performance levels that are required, the States' performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(3)(A)(i)-(II)]

Section 113(b)(2) of the Perkins Act requires a State to develop valid and reliable core indicators of performance, to propose performance levels in its State plan, and to reach agreement with the Department on "adjusted performance levels" for each of the core indicators. In so doing, the Perkins Act prescribes the measures that a State must use for some of the core indicators.

- a. Section 113(b)(2)(A)(i) of the Perkins Act requires a State to measure career and technical education students' attainment of "challenging academic content standards" and "student academic achievement standards" that a State adopted pursuant to section 1111(b)(1) of the ESEA. The Perkins Act further requires a State use its State's academic assessments (i.e. the State's reading/language arts and mathematics tests) implemented under section 1111(b)(3) of the ESEA to measure career and technical education students' attainment of these State standards. Thus, a State's core indicators must include career and technical education students' proficiency in reading/language arts and mathematics as measured under 1111(b)(1) and (3) of the ESEA. Accordingly, under the Perkins Act, a State must report the number or percent of its career and technical education students who score at the proficient level or above on the State's assessments in reading/language arts and mathematics administered under the

ESEA to measure the academic proficiency of secondary career and technical education students against the ESEA standards.

To measure attainment of these standards, a State must develop and reach agreement with the Department on “adjusted performance levels,” which constitute the State’s performance targets for a program year. Permissible targets (i.e. “adjusted performance levels”) would be a State’s “annual measurable objectives” (AMOs) from its State’s ESEA accountability workbook. (To ensure that a State’s schools are making “adequate yearly progress” (AYP) as required under section 1111(b)(2)(A) of the ESEA, section 1111(b)(2)(G) of the ESEA requires a State to establish Statewide AMOs, which identify a single minimum percentage of students who are required to meet or exceed the proficient level on the State’s academic assessments each year.) Under the Perkins Act, a State may propose different performance levels (targets) instead of its AMOs as discussed below.

- b. Section 113(b)(2)(A)(iv) of the Perkins Act requires a State to identify a core indicator to measure for its career and technical education students at the secondary level “student graduation rates (as described in section 1111(b)(2)(C)(vi) of the [ESEA]).” Thus, a State must report the number or percent of its career and technical education students whom the State includes as graduated in its graduation rate described under the ESEA. To ensure that a State’s schools are making AYP as required under section 1111(b)(2)(A) of the ESEA, some States have established Statewide targets for graduation rates under section 1111(b)(2)(C)(vi), and others States have defined AYP only to require improvement in the graduation rate each year.

The Department strongly encourages your State to reach agreement on “adjusted performance levels” required under section 113 of the Perkins Act for the core indicators discussed in (a) and (b) above that are the same as your State’s AMOs or targets that your State adopted to ensure that your State’s schools are making AYP as required under section 1111(b)(2) of the ESEA. However, as noted above, your State may not have established targets for graduation rates under the ESEA, or your State may wish to propose performance levels for these core indicators that are different from your State’s targets. If so, your State must provide baseline data using your State’s most recent year’s achievement data or graduation rate under the ESEA, propose performance levels, and reach agreement with the Department on “adjusted performance levels.” (The Secretary is considering whether to issue regulations requiring a State to agree to “adjusted performance levels” under the Perkins Act that are the same as the State’s AMOs or targets for graduation rate under the ESEA. If the Secretary decides to regulate on this issue and adopts final rules, a State may be required to amend its State plan.)

Response:

PRDE is proposing to set performance targets for indicators 1S1 and 1S2 (academic attainment) that vary from it State's ESEA accountability workbook. The baseline data we are using, which can be found in Part C, is based on 2005-2006 data. The ESEA AMO targets make a huge jump (over 15% for each Reading/Spanish and Mathematics) from 2006-2007 to 2007-2008. While the 2006-2007 ESEA AMOs might be reasonable and meaningful performance level targets, jumping to the ESEA AMO established in the Accountability workbook for 2007-2008 would be an unrealistic target for one year's time. Accordingly, PRDE is proposing to use realistic and meaningful performance levels for 2007-2008 and 2008-2009 that are based on recognizing the most current baseline data (2005-2006).

For the CTE PR students, the academic attainment for readiness/language arts (1S1) in year 2005-2006 was 51.75%. On the other variable for mathematics was 40.95%. We will be working toward a final agreement of the performance targets for the indicators 1S1 and 1S2 in order to get the approval of OVAE. Regarding indicator 4S1 (graduation rate), PRDE is comfortable with 90%.

6. You must describe your process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under section 113(b)(3) of the Act and ensuring that the established performance levels will require the eligible recipient to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(4)(A)(i)(II); sec. 122(c)(10)(B)]

Response:

PRDE has initiated conversations with OVAE regarding the proposed performance level targets. As directed in those conversations, we are hereby submitting our proposal and will continue our negotiations with OVAE staff following the submission and review of our state transition plan.

7. You must describe the objective criteria and methods you will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient. [Sec. 113(b)(4)(A)(vi)]

Response:

This requirement is not applicable to Puerto Rico because, as discussed previously, Puerto Rico operates a unitary system.

8. You must describe how you will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and how you will ensure that the data reported to you from local educational agencies and eligible institutions, and the data that you report to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205].

Response:

Student data will be taken primarily from state administrative records. PRDE will test data reported by each recipient for accuracy. PRDE is implementing a Student Information System (SIE) for CTE students, that will provide actual data concerning the student variables and program study.

9. You must describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]

Response:

This requirement does not apply because Puerto Rico will not fund consortia arrangements.

10. You must describe how you will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how you are coordinating those programs with other Federal programs to ensure nonduplication. [Sec. 122(c)(8)]

Response:

PRDE will evaluate the CTE system in all of the performance factors specified by the Perkins Act. Failure on the performance indicators may lead to sanctions. Factors that will be considered before recommending sanctions may include:

- Was any progress made toward meeting the target?
- Is the recipient failing on multiple indicators?
- Did the recipient obtain technical assistance on the indicator(s) in question?
- Were Perkins funds directed toward improvement on the failing indicator(s)?

B. Other Department Requirements

1. Except as noted above with respect the States submitting one-year transition plans, you must provide all the information requested on the forms provided in Part C of this guide to report accountability data annually to the Secretary under section 113(c)(1)-(2), including:
 - (a) The student definitions that you will use for the secondary core indicators of performance and the postsecondary/adult core indicators of performance;
 - (b) Baseline data for the core indicators of performance under section 113(b)(2) using data from the most-recently completed program year, except that, for the indicators for which your State must use your State's standards, assessment, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs and targets under the ESEA, you will not need to submit baseline data; and
 - (c) Proposed performance levels as discussed above, except that, for the indicators for which your State must use your State's standards, assessments, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs and targets under the ESEA, you will only have to confirm this information with your Regional Accountability Specialist. Upon your request, the Regional Accountability Specialist will pre-populate the forms in Part C with your State's AMOs and targets for the 2007-08 and 2008-09 program years and send the forms for you to finish completing.

Response:

Please see Part C for all of the requested information.

2. You must identify the program areas for which the State has technical skill assessments, the estimated percentage of CTE students who take technical skill assessment, and the State's plan for increasing the coverage of programs and students reported in future program years.

Response:

PRDE is not required to report on the indicator regarding technical assessments in the transition plan.

C. Procedural Suggestions and Planning Reminders

- ✓ The Secretary will approve a State plan, or a revision to an approved State plan, unless the Secretary determines that the State plan, or revision, respectively, does not meet the requirements of the Act. These requirements include that a State must develop valid and reliable measures for the core indicators of performance and establish levels of performance on the core indicators of performance are sufficiently rigorous to meet the purposes of the Act. See section 122(e)(1)(A)-(B); section 113(b)(2).
- ✓ If your State has developed, prior to the date of enactment of the Act, performance measures that meet the requirements of section 113 of the Act, as amended by Public Law 109-270, the State may continue to use such performance measures to measure the progress of career and technical education students. See section 113(b)(2)(D).
- ✓ You will be required to prepare and submit annually to the Secretary a report on the progress of the State in achieving the State adjusted levels of performance on the core indicators of performance; and information on the levels of performance achieved by the State with respect to the additional indicators of performance, including the levels of performance for special populations. See section 113(c)(1).
- ✓ With respect to future reports, your accountability system must be able to disaggregate data for each of the core indicators of performance under section 113(b)(2) and 203(e) of the Act, if applicable, for the categories of students described in section 1111(h)(1)(C)(i) of the ESEA and section 3(29) of the Act that are served under the Act. See section 113(c)(2)(A). The Department will issue further guidance to States on nonduplication of data. See section 113(c)(3).
- ✓ If your State does not consolidate all of its tech prep funds into its Title I grant, the State will be required to disaggregate data for each of the core indicators of performance under section 113(b)(2) of the Act for tech prep students.
- ✓ You will be required to identify and quantify any disparities or gaps in performance between any category of students described in section 1111(h)(1)(C)(i) of the ESEA and section 3(29) of the Act and the performance of all students served by the eligible agency under this Act, which must include a quantifiable description of the progress each such category of students served by the eligible agency under this Act has made in meeting the State adjusted levels of performance. See section 113(c)(2)(B).
- ✓ The Department will make the information contained in reports submitted by States under section 113(c) and 205 of the Act available to the general public through a variety of formats, including electronically through the Internet, will disseminate State-by-State comparisons of the information, and will provide the appropriate committees of Congress with copies of such reports. See section 113(c)(5)(A)-(C) and section 205.
- ✓ Your State is responsible for identifying, using national, state, or regional data, the career and technical education programs that lead to non-traditional fields. See section

113(b)((2)(A)(vi) and section 113(b)(2)(B)(v). The U.S. Department of Labor's Bureau of Labor Statistics and Women's Bureau, and the National Association of Partners in Education are several sources of information and data to assist States in this effort. See <http://www.bls.gov/home.htm>, <http://www.dol.gov/wb/factsheets/nontra2005.htm>, and <http://www.napequity.org>.

- ✓ Your State is responsible for identifying, using national, state, or regional data, the occupations or professions that it will classify as high-skill, high-wage, or high-demand. See section 113(b)(2)(B)(iv). The U.S. Department of Labor, Bureau of Labor Statistics, offers a wealth of information and data to assist States in this effort. See <http://www.bls.gov/home.htm>, as well as the Department's Web site at <http://www.edcountability.net>.

V. TECH PREP PROGRAMS

Important Note: States receiving an allotment under sections 111 and 201 may choose to consolidate all, or a portion of, funds received under section 201 with funds received under section 111 in order to carry out the activities described in the State plan submitted under section 122. Only States that will use all or part of their allotment under section 201 need to complete items in this section of the State plan.

States that submit a one-year transition plan that includes Title II tech prep programs must address, at a minimum, its plans or the State's planning process for the following items: A(1);B(1); and B(2). States that submit a six-year State plan that includes Title II tech prep programs must address all of the items below.

Response:

Since Puerto Rico is consolidating Tech Prep, Puerto Rico is not required to address this section.

A. Statutory Requirements

1. *You must describe the competitive basis or formula you will use to award grants to tech-prep consortia. [Sec. 203(a)(1)]*
2. *You must describe how you will give special consideration to applications that address the areas identified in section 204(d) of the Act. [Sec. 204(d)(1)-(6)]*
3. *You must describe how you will ensure an equitable distribution of assistance between urban and rural consortium participants. [Sec. 204(f)]*
4. *You must describe how your agency will ensure that each funded tech prep program—*
 - (a) Is carried out under an articulation agreement between the participants in the consortium, as defined in section 3(4) of the Act;*
 - (b) Consists of a program of study that meets the requirements of section 203(c)(2)(A)-(G) of the Act;*

- (c) *Includes the development of tech prep programs for secondary and postsecondary education that meet the requirements of section 203(c)(3)(A)-(D) of the Act;*
 - (d) *Includes in-service professional development for teachers, faculty, and administrators that meets the requirements of section 203(c)(4)(A)-(F) of the Act.*
 - (e) *Includes professional development programs for counselors that meet the requirements of section 203(c)(5)(A)-(F) of the Act;*
 - (f) *Provides equal access to the full range of technical preparation programs (including preapprenticeship programs) to individuals who are members of special populations, including the development of tech-prep program services appropriate to the needs of special populations [Sec. 203(c)(6)];*
 - (g) *Provides for preparatory services that assist participants in tech-prep programs [Sec. 203(c)(7)]; and*
 - (h) *Coordinates with activities under Title I. [Sec. 203(c)(8)]*
5. *You must describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in sections 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]*

B. Other Department Requirements

- 1. *You must submit a copy of the local application form(s) used to award tech prep funds to consortia and a copy of the technical review criteria used to select winning consortia, if funds are awarded competitively.*

C. Procedural Suggestions and Planning Reminders

- ✓ *Non-supplanting requirements apply to Title II tech prep programs. See section 311(a).*
- ✓ *State expenditures for Title II tech prep programs are a part of the maintenance of effort calculations originally required by the Act. See section 311(b).*
- ✓ *State administrative costs are still limited to those costs that are “reasonable and necessary.” See OVAE’s program memo at <http://www.ed.gov/programs/techprep/tpmemo5192000.html>.*
- ✓ *Title II funds may not be used for State leadership activities. See OVAE’s program memo at <http://www.ed.gov/programs/techprep/tpmemo5192000.html>.*
- ✓ *You will be required to prepare and submit annually to the Secretary a report on the effectiveness of the tech prep programs assisted under Title II. See section 205.*

VI. FINANCIAL REQUIREMENTS

All States must complete this entire section.

A. Statutory Requirements

1. You must describe how your agency will allocate funds it receives through the allotment made under section 111 of the Act, including any funds that you choose to consolidate under section 202(a) of the Act, will be allocated among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)]

Response:

The PRDE is the agency that will receive the Perkins funds and allocate them to schools operating CTE programs at the secondary and in the postsecondary levels. The Board has historically used an 88%/12% split between funding between the two levels, and PRDE intends to maintain this split during the transition year. This split of the funds between these two levels was originally determined based on student enrollment. During each reauthorization, the rationale of using student enrollments has continued to be supported by the numbers served in each level. The enrollment continues to support the split at 88% at the secondary level and the remaining 12% in the postsecondary. PRDE will examine this split during the transition year and make any changes in the five-year plan as necessary.

2. You must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State. [Sec. 131(g); Sec. 202(c)]

Response:

The PRDE operates under a unitary system. As such, PRDE serves as both the state education agency (SEA) and the sole local education agency (LEA) on the island. These allotment determinations will be made after receiving applications/requests from the schools. In making the specific dollar allocation decision, PRDE will consider the following three factors in reviewing the applications: (1) need of the school, (2) number of students enrolled in each schools CTE programs, (3) quality of each school's programs.

3. You must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 132(a) of the Act and how these allocations are distributed to postsecondary institutions within the State. [Section 122(c)(6)(A); Sec. 202(c)]

Response:

The allocation of the funds corresponding to the secondary level will be determined and distributed after the local plan has been submitted with their need assessment stating their priorities and after pairing them with those activities required by Perkins. The CTE program must show sufficient evidence that this activity is resulting in improvements on one or more of the performance indicators for CTE students. The benefit of the CTE programs will be documented. Again, in making the specific dollar allocation decision, PRDE will consider the following three factors in reviewing the applications: (1) need of the school, (2) number of students enrolled in each schools CTE programs, (3) quality of each school's programs.

4. You must describe how your agency will allocate any of those funds among any consortia that will be formed among secondary schools, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]

Response:

As discussed in this transition plan, PRDE has made the decision to consolidate Tech Prep funds. As such, PRDE will not be funding consortia.

5. You must describe how your agency will allocate any of those funds among any consortia that will be formed among postsecondary institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocations. [Section 122(c)(6)(B); sec. 202(c)]

Response:

Again, as discussed in this transition plan, PRDE has made the decision to consolidate Tech Prep funds. As such, PRDE will not be funding consortia.

6. You must describe how you will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs. [Sec. 131(a)(3)]

Response:

As discussed previously, Puerto Rico operates as a unitary education system, meaning PRDE serves as both the SEA and the sole LEA on the island. As such, Puerto Rico is not required to adjust the data to make allocations to reflect changes in school district boundaries.

7. You must provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in section 131(b) or 132(b) of the Act. At a minimum, you must provide an allocation run for eligible recipients using the required elements outlined in section 131(a) and/or section 132(a)(2) of the Act, together with an allocation run using the proposed alternative formula(s). Also you must include a demonstration that the alternative secondary formula more effectively targets funds on the basis of poverty, as described in section 131(b)(1) of the Act; and/or, in the case of an alternative postsecondary formula, a demonstration that the formula described in section 132(a)(2) of the Act does not result in a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution.

Response:

Again, Puerto Rico operates a unitary education system. As such, PRDE does not use an alternative allocation formula.

B. Other Department Requirements

1. You must submit a detailed project budget, using the forms provided in Part B of this guide.
2. You must provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under sections 112(a) and (c) of the Act.
3. You must describe the secondary and postsecondary formulas used to allocate funds available under section 112(a) of the Act, as required by section 131(a) and 132(a) of the Act.

4. You must describe the competitive basis or formula to be used to award reserve funds under section 112(c) of the Act.
5. You must describe the procedures used to rank and determine eligible recipients seeking funding under section 112(c) of the Act.
6. You must include a description of the procedures used to determine eligible recipients in rural and sparsely populated areas under section 131(c)(2) or 132(a)(4) of the Act.

C. Procedural Suggestions and Planning Reminders

- ✓ Funds received under the Act may not be used to provide career and technical education programs to students prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used by such students. See section 315.
- ✓ States must meet maintenance of fiscal effort requirements, on either a per student or aggregate expenditure basis. See section 311(b)(1)(A).
- ✓ No funds made available under the Act may be used to require any secondary school student to choose or pursue a specific career path or major. See section 314(1).
- ✓ No funds made available under the Act may be used to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. See section 314(2).
- ✓ All funds made available under the Act must be used in accordance with the Act. See section 6.
- ✓ Funds made available under the Act for career and technical education activities may supplement, and not supplant, non-Federal funds expended to carry out career and technical education activities and tech prep activities. See section 311(a).
- ✓ No funds provided under the Act may be used for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one State to another State if such relocation will result in a reduction in the number of jobs available in the State where the business enterprise is located before such incentives or inducements are offered. See section 322.
- ✓ The portion of any student financial assistance received under the Act that is made available for attendance costs may not be considered as income or resources in determining eligibility for assistance under any other program funded in whole or in part with Federal funds. See section 324(a).

- ✓ Funds made available under the Act may be used to pay for the costs of career and technical education services required in an individualized education program developed pursuant to section 614(d) of the Individuals with Disabilities Education Act and services necessary to the requirements of section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to career and technical education. See section 324(c).

VI. EDGAR Certifications and Other Assurances

**Commonwealth of Puerto Rico
Department of Education**

EDGAR Certifications and Other Assurances

Puerto Rico State Plan for Occupational and Technical Education

I, Dr. Rafael Aragunde Torres, Secretary of Education of the Commonwealth of Puerto Rico and Chairperson for the Puerto Rico State Board of Career and Technical Education, do hereby certify the following:

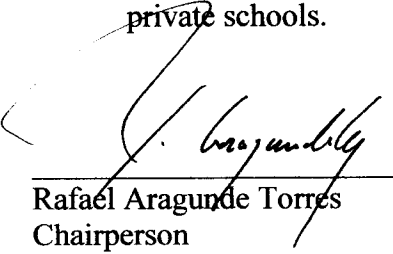
1. The Puerto Rico State Plan for Career and Technical Education is being submitted by the State agency, the Puerto Rico State Board of Career and Technical Education, which is the state agency eligible to submit the plan.
2. The State agency, the Puerto Rico State Board of Career and Technical Education, has authority under Puerto Rican laws to perform the functions of the State under the program.
3. Puerto Rico may legally carry out each provision of the plan.
4. All provisions of the plan are consistent with Puerto Rico's state laws.
5. I, Dr. Rafael Aragunde Torres, Secretary of Education of the Commonwealth of Puerto Rico, have authority under Puerto Rico's state laws to receive, hold, and disburse Federal funds made available under the plan.
6. I, Dr. Rafael Aragunde Torres, Secretary of Education have the authority to submit the plan.
7. The Puerto Rico State Board of Career and Technical Education has adopted the plan.

8. The plan is the basis for state operation and administration of the program.
9. A copy of the state plan has been submitted to the State office responsible for the Intergovernmental Review Process if the State implements that review process under Executive Order 12372.
10. Form 80-0013 and the Assurance for Non-Construction Programs Form are completed and signed and are being submitted along with this submission.
11. Puerto Rico will comply with the requirements of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs.
12. None of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization.
13. The assurance required in Part VII.B.6. does not apply to Puerto Rico because Puerto Rico operates a unitary system.
14. Puerto Rico will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year.
15. Puerto Rico and its eligible recipients that use funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career

and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient.

16. Except as prohibited by State or local law, an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient.

17. Eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools.



Rafael Aragunde Torres
Chairperson

Puerto Rico State Board of Career and Technical Education

CERTIFICATION REGARDING LOBBYING

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

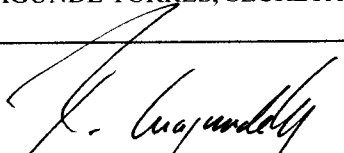
As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a Federal contract, grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants and contracts under grants and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certification.

NAME OF APPLICANT DEPARTMENT OF EDUCATION	PR/AWARD NUMBER AND /OR PROJECT NAME PERKINS AWARD- 81048A
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE RAFAEL ARAGUNDE TORRES, SECRETARY OF EDUCATION	
SIGNATURE 	DATE May 7, 2007

ED 80-0013

06/04



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004
Expiration Date: 10-31-2007

Name of Institution/Organization

PUERTO RICO DEPARTMENT OF EDUCATION

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	10,927,419					10,927,419
2. Fringe Benefits	3,135,066					3,135,066
3. Travel	1,258,247					1,258,247
4. Equipment	1,407,239					1,407,239
5. Supplies	756,396					756,396
6. Contractual	994,848					994,848
7. Construction	0					0
8. Other	1,049,672					1,049,672
9. Total Direct Costs (lines 1-8)	19,528,887	0	0	0	0	19,528,887
10. Indirect Costs*	594,515					594,515
11. Training Stipends	324,596					324,596
12. Total Costs (lines 9-11)	20,447,998	0	0	0	0	20,447,998

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/04 To: 06/30/07 (mm/dd/yyyy)

Approving Federal agency: ☒ ED ☐ Other (please specify):

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or ☐ Complies with 34 CFR 76.564(c)(2)?

Rafael Aragunde Torres
Secretary of Education

Name of Institution/Organization

PUERTO RICO DEPARTMENT OF EDUCATION

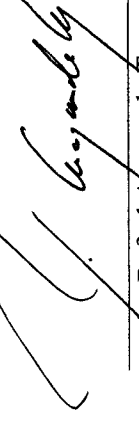
Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	71,713,500					71,713,500
2. Fringe Benefits	14,633,000					14,633,000
3. Travel	52,000					52,000
4. Equipment	723,000					723,000
5. Supplies	371,800					371,800
6. Contractual	0					0
7. Construction	218,795					218,795
8. Other	5,947,905					5,947,905
9. Total Direct Costs (Lines 1-8)	93,660,000	0	0	0	0	93,660,000
10. Indirect Costs						0
11. Training Stipends						0
12. Total Costs (Lines 9-11)	93,660,000	0	0	0	0	93,660,000

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524



Rafael Aragunde Torres
Secretary of Education

Budget Summary

The Puerto Rico Department of Education is requesting the amount of \$20,447,998 of Federal Funds of the Carl D. Perkins, and the Government of Puerto Rico will provide an additional sum of \$93,660 for a total of \$114,107,998. The combination of funds corresponding to the Transition Plan for the year 2007-2008, will promote the formation of the Career and Technical students to be effective in a dynamic society through high quality technological education. The budget categories breakdowns are as follow:

Budget Categories

Personnel – The amount of \$82,640,919 is the amount of funds that correspond to the hiring of personnel that will be working in the Career and Technical Education System. This personnel includes teachers, administrative personnel, and support personnel that will be serving the CTE students.

Fringe Benefits – This benefit represent 22%, corresponding to the amount of \$17,768,066.

Travel/Transportation – The amount of personnel that will be traveling to Washington, D.C. and other U.S. cities is related to the number of training our personnel will be participating to enhance their knowledge of the best practices in delivering of the Career and Technical Education, and to ensure the compliance of the Grant requirements. This budget category assign the funds that will be used to provide transportation services to students that are enrolled in CTE Programs. The amount of \$1,310,247 is separated for this purpose.

Equipment – A Career and Technical Education must be able to improve, modernize, and expand the use of technology to ensure that CTE students, teachers, and delivery of CTE programs stay current with all aspects of an industry. Leasing, purchasing, upgrading or adapting equipment will strengthen and support academic and technical skill achievement. The amount of \$2,130,239 assigned to equipment will help CTE programs achieve its goal.

Supplies – The supplies are the necessary office material that will use to carry-out the programmed activities, and support the quality of the delivery of the Career and Technical Education, The amount of \$1,128,196 will be use for supplies.

Contractual – The number of contractual services will be made because the educational system can not provide these services. In this budget category will, also include contracts that will be made in relation to educational and business partnerships agreements to support the Career and Technical Education. The total amount of funds for this purpose is \$994,848.

Construction – These funds are separated for minor construction for the facilities of the schools. The amount is \$218,795.

Other – This represent public services required to maintain operational costs, within this category, it includes the reserve for non federal funds, and to support other programs. This amount is \$6,997,577.

Training Stipends – Provide the necessary training to academic and career and technical education teachers, faculty, administrators, and counselors with the knowledge, and skills designed to improve the delivery of Career and Technical Education system. The amount of funds \$ 324,596 will be use for training.

Indirect Cost – The amount for this category is \$594,515

The total amount of funds \$114,107,998 is requested to carry-out the activities of the Puerto Rico Transition Plan for the year 2007-2008.

For the sub-projects see Attachment 4.

PART B: BUDGET FORMS

INSTRUCTIONS

On the attached budget tables, you must identify:

I. Title I: Career and Technical Education Assistance to States

Line I.A	The amount of Title I funds available under section 112(a).
Line I.B	The amount of Title II funds, if any, to be consolidated with Title I funds as described in section 202(a) and (b).
Line I.C	The total amount of combined Title I and Title II funds.
Line I.D	The percent and amount, if any, slated for eligible recipients under section 112(a)(1).
Line I.D.1	The amount, if any, to be reserved under section 112(c).
Line I.D.1.a	The percent and amount reserved for secondary recipients.
Line I.D.1.b	The percent and amount reserved for postsecondary recipients.
Line I.D.2	The amount to be made available for eligible recipients for under section 112(a)(1) by the allocation formulas addressed in sections 131 and 132.
Line I.D.2.a	The percent and amount slated for secondary recipients.
Line I.D.2.b	The percent and amount slated for postsecondary recipients.
Line I.E.	The percent and amount to be made available for State leadership under section 112(a)(2).
Line I.E.1	The amount to be made available for services to prepare individuals for non-traditional fields under section 112(a)(2)(B).
Line I.E.2	The amount to be made available to serve individuals in State institutions, as described in section 112(a)(2)(A).
Line I.F	The percent and amount to be expended for State administration under section 112(a)(3).
Line I.G	The amount to be expended for matching of Federal expenditures for State administration under sections 112(b) and 323.

II. Title II: Tech Prep Programs

- Line II.A The amount of funds available under section 201(a).
- Line II.B The amount of Title II funds, if any, to be consolidated with Title I funds as described in section 202(a).
- Line II.C The total amount of funds to be used for Title II tech-prep programs.
- Line II.D The amount of funds to be made available for tech-prep consortia under section 203.
- Line II.D.1 The percent of funds to be made available for tech-prep consortia under section 203.
- Line II.D.2 The number of tech-prep consortia to be funded.
- Line II.E The amount to be expended for State administration under Title II.
- Line II.E.1 The percent of funds to be expended for State administration under Title II.

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2007)

I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

A. Total Title I Allocation to the State	\$ <u>18,526,796</u>
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$ <u>1,921,202</u>
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (<i>Line A + Line B</i>)	\$ <u>20,447,998</u>
D. Local Formula Distribution (<i>not less than 85%</i>) (<i>Line C x ___%</i>)	\$ <u>17,380,798</u>
1. Reserve (<i>not more than 10% of Line D</i>)	\$ <u>N/A</u>
a. Secondary Programs (<u> </u> % of <i>Line D</i>)	\$ <u>N/A</u>
b. Postsecondary Programs (<u> </u> % of <i>Line D</i>)	\$ <u>N/A</u>
2. Available for formula allocations (<i>Line D minus Line D.1</i>)	\$ <u>17,380,798</u>
a. Secondary Programs (<u> 88 </u> % of <i>Line D.2</i>)	\$ <u>15,295,102</u>
b. Postsecondary Programs (<u> 12 </u> % of <i>Line D.2</i>)	\$ <u>2,085,696</u>
E. State Leadership (not more than 10%) (<i>Line C x 10 %</i>)	\$ <u>2,044,800</u>
1. Nontraditional Training and Employment (\$ <u>60,000.00</u>)	
2. Corrections or Institutions (\$ <u>204,480.00</u>) (<i>Line C x 1%</i>)	
3. Other Leadership (\$1,780,320.00)	
- Cooperative Program	
- Professional Development	
F. State Administration (not more than 5%) (<i>Line C x 5 %</i>)	\$ <u>1,022,400</u>
G. State Match (<i>from non-federal funds</i>) ¹	\$ <u>1,500,000</u>

¹ The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2007)

II. TITLE II: TECH PREP PROGRAMS

- A. Total Title II Allocation to the State \$ N/A
- B. Amount of Title II Tech Prep Funds to Be Consolidated
with Title I Funds \$ N/A
- C. Amount of Title II Funds to Be Made Available
For Tech-Prep (*Line A less Line B*) \$ N/A
- D. Tech-Prep Funds Earmarked for Consortia \$ N/A
1. Percent for Consortia
(*Line D divided by Line C*) [N/A %]
2. Number of Consortia N/A
3. Method of Distribution (*check one*):
- a. Formula
- b. Competitive
- E. Tech-Prep Administration \$ N/A
1. Percent for Administration
(*Line E divided by Line C*) [N/A %]

PART C: ACCOUNTABILITY FORMS

INSTRUCTIONS

I. Definitions of Student Populations

On page 43, you must provide the career and technical education (CTE) student definitions that you will use for the secondary and postsecondary/adult core indicators of performance, e.g., “CTE participants” and “CTE concentrators.” These are the students on which you will report data annually to the Secretary under section 113(c)(1)-(2) of the Act.

II. Identification of Measurement Definitions/Approaches

In Columns 2 and 3 of the Final Agreed Upon Performance Levels (FAUPL) forms on pages 44-48, you must provide your valid and reliable measurement definitions and approaches, respectively, for each of the core indicators of performance required under section 113(b) of the Act. Each definition must contain a description of the numerator (the number of individuals achieving an outcome) and a denominator (the number of individuals seeking to achieve an outcome). As discussed above in Part A, Section IV, A.3, based on our non-regulatory guidance, we have pre-populated the FAUPL form with the measurement definitions and approaches for the core indicators to measure student attainment of challenging academic content standards and student academic achievement standards in reading/language arts and mathematics under the ESEA (1S1 and 1S2, respectively) and student graduation rates under the ESEA (4S1). A State may choose to propose other student definitions and measurement approaches, but it would have to describe in its new State plan how it’s proposed definitions and measures would be valid and reliable.

III. Baseline Data

In Column 4 of the FAUPL forms, you must provide baseline data, using data for the most recently completed program year (July 1, 2005 – June 30, 2006), on the performance of career and technical education students on each of the core indicators of performance, except that, for the indicators for which your State must use your State’s standards, assessments, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs and targets under the ESEA, you will not need to submit baseline data. The Department will use your baseline data as a starting point for reaching agreement with you on the core indicators of performance for the first two program years under section 113(b)(3)(iii) of the Act, except that States that submit a one-year transition plan need to provide baseline data only for the core indicators of performance as provided below:

Indicators		Transition Plan	Six-Year Plan
Secondary Level – 8 Indicators			
1S1	Academic Attainment – Reading/Language Arts	X	X
1S2	Academic Attainment – Mathematics	X	X
2S1	Technical Skill Attainment	Not required	X
3S1	Secondary School Completion	Not required	X
4S1	Student Graduation Rates	X	X
5S1	Secondary Placement	Not required	X
6S1	Nontraditional Participation	Not required	X
6S2	Nontraditional Completion	Not required	X
Postsecondary/Adult Level – 6 Indicators			
1P1	Technical Skill Attainment	Not required	X
2P1	Credential, Certificate, or Diploma	Not required	X
3P1	Student Retention or Transfer	Not required	X
4P1	Student Placement	Not required	X
5P1	Nontraditional Participation	Not required	X
5P2	Nontraditional Completion	Not required	X

IV. Performance Levels

In Columns 5 and 6 of the FAUPL forms, you must provide proposed levels of performance for each of the core indicators of performance for the first two program years (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009) as required under section 113(b)(3)(ii) of the Perkins Act, except that, for the indicators for which the State must use its State's standards, assessments, and graduation rates adopted under Title I of the ESEA, a State that chooses to use its AMOs or targets under the ESEA will only have to confirm this information with its OVAE Regional Accountability Specialist. At a State's request, the Regional Accountability Specialist will pre-populate the forms in Part C with the State's AMOs or targets for the 2007-08 and 2008-09 program years before sending the forms to you to finish completing. States that submit a one-year transition plan need to provide performance levels only for the core indicators of performance listed in the chart above.

V. State Confirmation of Final Agreed Upon Performance Levels

After you reach agreement with the Department on your State's final agreed upon adjusted performance levels for the first two program years, you will be asked to confirm these levels via e-mail submission of your State's FAUPL form. Your State's final agreed upon performance levels for the first two program years for the ESEA indicators will be incorporated into your State plan and your July 1, 2007 Perkins grant award. Your State's final agreed upon performance levels for the first two program years for all other indicators will be incorporated into your State plan and your July 1, 2008 Perkins grant award.

I. Student Definitions

A. Secondary Level

Participants – A secondary student who has enrolled in one (1) or more credits in any career and technical (CTE) program area.

Concentrators – A secondary student who has earned three (3) or more credits in a CTE program area.

B. Postsecondary/Adult Level

Participants – A post-secondary/adult student who has enrolled in one (1) or more credits in a CTE program area.

Concentrators – A post-secondary/adult student who has declared a major in a CTE program of study and has (a) completed 12 hours (in programs which exceed 12 hours in length) or (b) completed the program (in programs of less than 12 hours). The 12 hours can include both academic and technical coursework required by the program.

II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

A. SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (2005-2006)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in reading/language arts whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.</p>	State and Local Administrative Records	B: 51.75%	L: 55% A:	L: 60% A:
1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in mathematics whose scores were included in the State's computation of AYP and who, in the reporting year, have left secondary education.</p>	State and Local Administrative Records	B: 40.96%	L: 45% A:	L: 50% A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (2005-2006)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
4S1 Student Graduation Rates 113(b)(2)(A)(iv)	<p>Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.</p> <p>Denominator: Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.</p>	State and Local Administrative Records	B: 89%	<p>L: <i>Will be pre-populated at the request of the State</i></p> <p>A:</p>	<p>L: <i>Will be pre-populated at the request of the State</i></p> <p>A:</p>